

## Reading and Writing in Early Childhood Education Project (LEEI) from the perspective of state educators in the state of Amazonas<sup>1</sup>

*Projeto Leitura e Escrita na Educação Infantil (LEEI) na perspectiva dos formadores estaduais do estado do Amazonas*

*Proyecto Lectura y Escrita en la Educación Infantil (LEEI) desde la perspectiva de los formadores estatales del Estado de Amazonas*

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**Abstract:** This paper aims to analyze, from the perspective of state educators, the possibilities of the Reading and Writing in Early Childhood (LEEI) course in the state of Amazonas and its contributions to teaching practice in Early Childhood. We will examine the reports obtained through interviews with six of the eight state educators. First, we revisit the creation of the LEEI Project. Next, we discuss the geographical and social conditions of the Amazon territory, the perceptions of the state educators about the challenges faced during the teaching training implementation, and the progress and contributions of the course to educational work. Finally, suggestions are presented for the continuity of the LEEI, based on the trainers' experiences in this first edition. The course is considered a step forward in public policies in Early Childhood Education.

**Keywords:** Early Childhood; Reading and Writing Project; Teaching Training; Education Policy; State of Amazonas.

**Resumo:** O presente artigo tem por objetivo analisar, sob a perspectiva dos formadores estaduais, as possibilidades de desenvolvimento do curso Leitura e Escrita na Educação Infantil (LEEI) no estado do Amazonas, bem como suas contribuições para a prática docente na Educação Infantil. Para isso, são examinados os relatos obtidos por meio de entrevistas realizadas com seis dos oito formadores estaduais. Inicialmente, revisita-se a criação do Projeto LEEI. Em seguida, discutem-se as condições concretas do território amazonense e, posteriormente, as percepções dos formadores acerca dos desafios enfrentados durante a implementação da formação, assim como os avanços e as contribuições do curso para o trabalho pedagógico. Por fim, apresentam-se sugestões

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para a continuidade do LEEI, formuladas a partir das experiências vivenciadas pelos formadores nesta primeira edição, considerando o curso como um avanço no âmbito das políticas públicas de Educação Infantil.

**Palavras-chave:** Educação Infantil; Projeto Leitura e Escrita; Formação de Professores; Política Educacional; Estado do Amazonas.

**Resumen:** El presente artículo tiene por objetivo analizar, bajo la perspectiva de los formadores estatales, las posibilidades de desarrollo del curso de Lectura y Escrita en la Educación Infantil (LEEI) en el estado de Amazonas, así como sus contribuciones para la práctica docente en la Educación Infantil. Para eso, son examinados los relatos obtenidos por medio de entrevistas realizadas con seis de los ocho formadores estatales. Inicialmente, la creación del Proyecto LEEI es revisitada. En seguida, se discuten las condiciones concretas del territorio amazense y, posteriormente, las percepciones de los formadores sobre los retos enfrentados durante la implementación de la formación, así como los avances y las contribuciones del curso para el trabajo pedagógico. Por fin, son presentadas sugerencias para la continuidad del LEEI, formuladas a partir de las experiencias vivenciadas por los formadores en esta primera edición, considerando el curso como un avance en el ámbito de las políticas públicas de Educación Infantil.

**Palabras clave:** Educación Infantil; Proyecto Lectura y Escrita; Formación de Profesores; Política Educacional; Estado de Amazonas.

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**Received on:** June 11, 2025

**Accepted:** August 17, 2025

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## Introduction

The Reading and Writing in Early Childhood Education (LEEI) project emerged from the need to deepen both the debate and the training of teachers in the foundational stage of Basic Education. It focused on the role of Early Childhood Education in experiences with oral and written language in the early years of a child's life at school.

This topic has sparked considerable debates and is intertwined with the diverse conceptions of children, childhood, curriculum, and education. The LEEI reflects the consolidation of Early Childhood Education as the foundational stage of Basic Education in Brazil.

A key milestone for the project's formation was the Curriculum in Motion Program, which, in 2010, was established through a partnership between the General Coordination of Early Childhood Education of the Ministry of Education (COEDI/SEB/MEC) and federal universities. This program brought curricular issues in Early Childhood Education to the forefront, producing texts aimed at clarifying pedagogical practices within early childhood education centers and preschools, subsidized by the National Curricular Guidelines for Early Childhood Education (Brasil, 2010).

In continuation of this work, in 2013, the Federal University of Minas Gerais (UFMG), the Federal University of Rio de Janeiro (UFRJ), the Federal University of the State of Rio de Janeiro (UNIRIO), and COEDI/SEB/MEC led to the approval and public funding the project “Reading and Writing in Early Childhood Education,” contributing for a national policy on research and teacher training.

As a policy for research and teacher training, the LEEI project played a key role in debates on the Brazilian National Common Curricular Base and contributed to the development of guidelines for building book collections for children aged zero to six in early childhood education centers and preschools. This effort reinforced oral and written language in early childhood educational practices. Research, meetings, and the partnership among various individuals and institutions culminated in the production of educational material, organized into nine notebooks and an insert. These resources were designed to support the continuing education of early childhood educators, to articulate science, art, and life (Nunes; Baptista; Corsino, 2023).

However, in August 2016, the implementation of the Reading and Writing in Early Childhood Education (LEEI) course was suspended following the impeachment of then-President Dilma Rousseff. The project was later resumed in 2017 under the coordination of Michel Temer's administration (2017/2018), in a context marked by tensions between the LEEI coordination and the newly appointed officials at the Ministry of Education (MEC) team.

According to assessments conducted by technical staff under Ministers Mendonça Filho and Rossieli Soares, the LEEI project format did not align with the political priority of accelerating literacy in early childhood education to reduce failure rates. As a result, LEEI materials were repurposed to support the National Pact for Literacy at the Right Age in Preschool (PNAIC Preschool). However, significant alterations were made to the initial training model, which undermined the project's ability to fulfill its intended goals.

This disagreement intensified in the following years under the government of Jair Bolsonaro (2019–2022). The launch of the National Literacy Policy (PNA), coordinated by then-Minister of Education Abraham Weintraub, was based on experimental research that conceptualized writing narrowly as a phoneme-grapheme correspondence, which conflicted directly with the objectives of the LEEI project. However, with the support of the Brazilian National Association for Graduate Studies and Research in Education (ANPEd), the Brazilian Literacy Association (ABAlf), and early childhood education forums of the Brazilian Interforum Movement for Early Childhood Education (MIEIB),

the LEEI team continued to disseminate and advocated for the theoretical and methodological foundations that underpin the concepts of reading and writing in early childhood education as discursive practices. These debates were carried out through pedagogy courses, university extension programs, roundtable discussions, seminars, and academic conferences.

As a form of resistance to policies that sought to assign Early Childhood Education a preparatory role focused on early literacy, and grounded in the understanding 'literacy as a process that begins before the so-called literacy cycle and extends to the stages after it' (Nunes; Baptista; Corsino, 2023, p. 3), the Reading and Writing in Early Childhood Education course was offered in 2018 and 2019, in person, in four municipalities in Minas Gerais and three in Bahia. In 2021, the course was restructured into a distance-learning format, with six classes formed for the municipalities of Belo Horizonte and Contagem. In Amazonas, a team of teacher trainers from the Municipal Department of Education (SEMED/Manaus) developed their training activities in 2018 and 2019 based on the LEEI workbooks, reaching approximately 1,457 early childhood education trainee teachers in the municipality of Manaus.

In 2023, with the election of President Luiz Inácio Lula da Silva and the restructuring of the Ministry of Education (MEC), the National Commitment to Child Literacy (CNCA) was established. It was officially launched on June 12 of the same year through Federal Decree No. 11,556. Aimed at guaranteeing Brazilian children's right to literacy through the coordinated action by the federal government, the states, the Federal District, and the municipalities, the Commitment outlines implementation strategies that are carried out through integrated policies, programs, and actions. Teaching training, enhancement of pedagogical practices, and school management practices are the core pillars of the Commitment.

By incorporating Early Childhood Education into this policy, the MEC adopted the LEEI project as a training strategy for teachers at this educational stage. In partnership with 32 public universities across the country, the MEC developed a set of training initiatives, backed by an investment of R\$96 million and the expectation of reaching 295,000 teachers by 2024.

Within this framework, the North stands out as the first region in Brazil to begin its training cycle, starting activities in February 2024, in person. The LEEI course in the region was coordinated by the Federal University of Amapá (UNIFAP) and had the partnership with regional public universities (Federal University of Acre - UFAC, Federal University of Roraima - UFRR, Federal University of Amazonas - UFAM,

Federal University of Pará - UFPA, Federal University of Tocantins - UFT, Federal University of Rondônia - UNIR) and received support from the Brazilian National Union of Municipal Education Directors (Undime) and the National Council of Education Secretaries (Consed).

In this paper, we reflect on the perspectives of state educators regarding the implementation of the Reading and Writing in Early Childhood Education (LEEI) course in the state of Amazonas in 2024 and its contributions to teaching at this stage of basic education.

## Methodology

To produce the data discussed in this study, we conducted semi-structured interviews with state educators to understand the development of the Reading and Writing in Early Childhood Education (LEEI) course in the state of Amazonas in 2024. The interviews also aimed to elicit reflections on the continuity of the project.

Six of the eight state educators were interviewed; these individuals were involved in training 227 municipal educators. They were responsible for expanding the course to 62 municipalities in Amazonas, with 5,568 certified early childhood educators. These municipal educators were directly engaged in educational work in early childhood education centers and public preschools.

The interviews were conducted virtually via *Google Meet* in a group session held on November 12, 2024. The choice of a group format enabled the recording of individual narratives as well as the emergence of meanings from the interaction among the educators, reinforcing the dialogical nature of the investigative process. The methodological design was based on the principles of qualitative research, understood as an approach “[...] involves obtaining descriptive data, resulting from the researcher's direct contact with the situation studied, emphasizes processes rather than products, and seeks to understand the participants' perspective (Bogdan; Biklen, 1994, p. 13).”

In processing the data, we adopted the perspective of dialectical and historical materialism as a theoretical and methodological foundation, viewing the investigated reality as a historical process in constant transformation, marked by contradictions. The analysis focused on the qualitative dimension of the participants' statements, not as isolated discourses, but as expressions of concrete social practices situated in the context of teacher training policy in Early Childhood Education in Amazonas. In this direction, the method enabled us to understand both the objective mediations - material conditions, public policies, training

structure - and the subjective mediations - meanings and interpretations attributed by the educators to their experiences.

Thus, the adopted methodology integrates qualitative research with a dialectical and historical perspective. This approach guides the interpretation of the participants' statements as unique expressions of a collective movement, situated historically and intertwined with the structural conditions of early childhood education development in Brazil and, particularly in the state of Amazonas.

### **The LEEI in the geographical and social conditions of the Amazon region: river routes and forests**

Located in northern Brazil, the state of Amazonas is the largest in the country by land area, covering 1,559,255.881 km<sup>2</sup>. According to data from the Brazilian Institute of Geography and Statistics (IBGE), the estimated population in 2024 was 4,281,209 people, with a population density of 2.53 inhabitants per square kilometer (IBGE, 2024). Characterized by a wide social, cultural, and environmental diversity, it stands out as the state with the largest number of indigenous people - 490,900 people, according to data from the 2022 Census (FUNAI, 2023).

Amazonas is divided into 62 municipalities in its political-administrative division. According to the geographical reorganization carried out by IBGE in 2017, the state has four intermediate regions (Manaus, Tefé, Lábrea, and Parintins) which, in turn, are composed of eleven immediate geographic regions<sup>5</sup> (Coari, Manacapuru, Manaus, São Gabriel da Cachoeira, Tefé, Tabatinga, Eirunepé, Lábrea, Manicoré, Parintins, and Itacoatiara), which form distinct hubs considering the proximity between their constituent municipalities and their economic, and social similarities. This division serves as a reference for both public and private planning, as well as for the movement and access to goods and services.

However, this is not the only organizational and geographical framework applied to the state. Amazonas is home to the largest river basin in the world, which facilitates navigation and makes waterway transport the primary means of transporting people and goods throughout the region. As such, rivers also constitute a reference for political and administrative structuring in the state.

Accordingly, municipalities may also be grouped and accessed based on the nine river basins (Upper Solimões, Triângulo Jutá, Juruá and Solimões, Purus, Upper Juruá, Madeira,

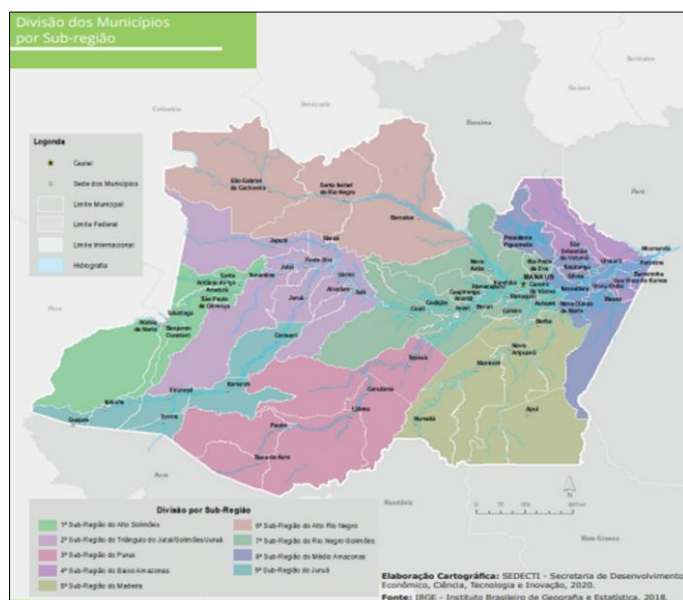
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<sup>5</sup> See the Regional Division of Brazil for more information on the organization of the Amazon's geographical regions into immediate and intermediate geographical regions (IBGE, 2017).



Upper Rio Negro, Rio Negro, Amazonas and Solimões, Middle Amazonas, and Lower Amazonas) that cross the state, as shown in Figure 1:

Figure 1 - Division of municipalities in the state of Amazonas by subregion



Source: Amazonas, 2020.

Of the 62 municipalities in the state (Figure 1), only nine have access to the capital Manaus by land, which explains the distinctive political and administrative organization of Amazonas. As a result, travel by boat, canoe, or motorboat prevails. Depending on the distance between municipalities and the type of vessel, travel time can vary significantly, ranging from a few hours to several days. As for air travel, tickets are expensive. In this context, the Amazonas population faces persistent challenges related to infrastructure and logistics, particularly due to the difficult travel conditions affected by the climatic phenomena of floods and droughts (Pereira, 2024).

Considering these challenges, the LEEI Amazonas coordination team organized itself by designing training centers based on river basins, as shown in Table 1, developing targeted strategies to ensure access to the most remote municipalities in Amazonas state.

Table 1- Number of municipalities, municipal educators, and trainee teachers enrolled in LEEI in the state of Amazonas

Nº	River basins	Municipalites	Municipal educators	Preschool Teachers
1	Alto Solimões	7	27	834
2	Triângulo Jutaí, Juruá, Solimões	8	32	889
3	Purus	5	7	224
4	Alto Juruá	6	10	259
5	Madeira	5	13	474
6	Alto Rio Negro	3	12	422
7	Rio Negro, Amazonas e Solimões	15	81	2.588
8	Médio Amazonas	7	29	979
9	Baixo Amazonas	6	16	545
	<b>Total</b>	<b>62</b>	<b>227</b>	<b>7.214</b>

Source: Prepared by the authors using data from the state coordination of LEEI Amazonas, 2025.

With a team composed of three coordinators, two IT technicians, two interns, eight state trainers, 227 municipal educators, and the participation of 7,214 early childhood education trainees, the LEEI training represents both a transformative milestone and a collective mobilization in the state of Amazonas.

The journey undertaken by teachers from the river basins municipalities Alto Solimões and Triângulo Jutaí, Juruá, and Solimões to attend in-person training sessions at the regional centers exemplifies the logistical challenges overcome during this process, underscoring the unique conditions of the region. One example provided by the State Coordination of LEEI was the in-person participation of teachers in the State Seminar, held on December 3 and 4, 2024, in the capital of Amazonas. The river journey began on November 27, 2024, taking up to five days to reach the capital. On the return trip, teachers from certain locations arrived home on December 11, six days after the end of the Seminar. “The development of the Amazon is the greatest challenge, as it depends on public policies to enable projects and, at the same time, on scientific and technological investment (Souza; Colares, 2022, p. 16).”

Considering these realities, there is a clear and urgent need for a differentiated approach to the implementation of educational policies, programs, and actions in Amazonas- one that can address the specificities of this unique reality. This need becomes



even more apparent from the perspective of technical and financial support, connectivity, and the feasibility of meeting established deadlines, as demonstrated by the data and discussions below.

### **Challenges and achievements of LEEI in Amazonas: perceptions of state educators**

When considering the journey experienced by the state educators responsible for organizing and conducting the training meetings held with municipal educators across the 11 centers<sup>6</sup> distributed throughout the Amazonas territory, we begin to grasp the true scope of what LEEI has represented - and continues to represent- for the professional development of early childhood education teachers in this state. Grounded in this context, this section presents selected excerpts from state educators' reports, focusing on the main challenges and accomplishments of the course in Amazonas.

According to the educators, numerous challenges had to be overcome to implement the training program in Amazonas. Among these, they highlight obstacles interwoven with structural, logistical, and pedagogical aspects.

Regarding the structural aspect of the course, educators identified the cascade training model as a challenge, although they acknowledged it as a feasible approach within the scope of the program.

In their view, the cascade training model presents difficulties primarily related to timing constraints. The time needed for participants to assimilate concepts - and for these to lead significant changes in the professional practices of trainee teachers - is longer than the time allocated to the course. FERE<sup>7</sup> notes that while the reflections fostered by the LEEI course have indeed mobilized participants, they also require continued investment in professional development. Effective engagement with the program's proposal depends directly on understanding the conceptual foundations and coherent conceptions about the specificities of Early Childhood Education, areas that, at times, revealed themselves to be fragile or misaligned.

In addition, the state trainers pointed out that logistical factors posed particularly complex challenges, as the vast geographical distances within the state significantly affected transportation and travel time for both state and municipal educators. The

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<sup>6</sup> Although the distribution of hubs followed the division into nine river basins, in the Rio Negro, Amazonas, and Solimões, it was necessary to form three groups: two from Manaus and one including the cities in the interior of the state belonging to the region.

<sup>7</sup> We chose the initials of the role and the names of the state educators to organize the reports.

limited infrastructure in certain municipalities further complicated the delivery of training, demanding considerable effort from educators involved.

The challenges extended well beyond accommodation and transportation. For many trainee teachers, attending the training centers was a major hurdle. The record-breaking drought of 2024 further exacerbated an already difficult situation, interfering, for example, with the timely delivery of training materials to some regions. In certain cases, some teachers received the notebooks only after the training sessions had been concluded. Many educators working in rural communities were isolated due to dried-up rivers and were unable to participate in the in-person training sessions.

Interviewees also highlighted the lack of- or difficulties with Internet connectivity; challenges in using digital tools; and the malfunctions and usability issues with the Ministry of Education's Virtual Learning Environment (AVAMEC) platform.

Significant difficulties were reported in operating certain digital tools. Furthermore, even in the capital city, unstable Internet access affected synchronous activities (orientation meetings for municipal educators, literary gatherings, and discussion of supplementary content) and follow-up activities planned for the training. In some cases, due to the lack of Internet access, participants only receive messages by email or instant messaging app when physically present at the municipal centers to collect their salaries. These conditions were identified by the interviewees as stressful factors during the training process.

Among the technological challenges reported, the most critical was the lack of clear guidance regarding the use of AVAMEC, considering that adjustments to the platform were ongoing throughout 2024, even as its use was already mandatory for registering activities:

[...] it ended up becoming a much more bureaucratic platform for storage, almost like accountability, a task-centered” design . Which is something that, in my view, goes against the fundamental philosophy of LEEI, which we love so much, which is this articulation between science, art, and experience (FECH Interview).

To reflect on the “task-centered” design of the AVAMEC platform, we draw upon, among other references, Manoel de Barros (2008): “because I am not from computer science, I am from invention science.” Numerous adjustments were necessary to overcome the problems generated by the lack of real access to technology in various locations. The *chronos*<sup>8</sup> time of bureaucracy required by the platform took away the *aion*<sup>9</sup> time of

<sup>8</sup> Clock time (Kohan, 2004).

<sup>9</sup> Time of enjoyment, with the intensity of the moments experienced (Kohan, 2004).

contemplating a poem, a prose text, or appreciating music, moments essential for human development envisioned by the course, which integrates the theoretical-methodological foundation of science, art, and life. As one of the interviewees stated: “Experiencing this foundation requires another time. It is the time for contemplating a poem, it is another time, it is another way of dealing with an object of learning” (FECH), as well as being “something complex that requires continuity” (FESC).

Although the logistics and communication conditions for delivering the LEEI course are “undeniably the most challenging concrete constraint we face in Amazonas” (FEIC), the responses from state educators, in general, led us to reflect on an essential issue: the specificity of teaching in Early Childhood Education. Teaching young children in collective spaces, in dialogue with contemporary scenarios and the contexts of each group of children, requires, on the one hand, moving beyond the model of education on the transmission of information and, on the other, developing a sense of intimacy with knowledge as a pathway for human development.

The break from an information-transfer model is at the heart of intense national debate, based on Public Notice No. 02/2020 focused on the National Program for Books and Teaching Materials (PNLD) 2022 (Brazil, 2020) which, in line with the National Literacy Policy (2019), and without dialogue with the fields of Early Childhood Education and Literacy, imposes setbacks on children's rights and teacher autonomy, with guidance on the use of textbooks and preparatory guides for literacy in the foundational stage of Basic Education (Velásquez; Albuquerque, 2023). In this scenario, a global education market has emerged, one that prioritizes investments with technical trends in the instrumentalization of knowledge. This model focuses on measurable results and the accumulation of fragmented information (Richter, 2016), directly contradicting the principles upheld by the National Curriculum Guidelines for Early Childhood Education. These guidelines affirm that interaction and play are structural pillars of the early childhood curriculum for early childhood, principles reaffirmed and upheld by the LEEI.

Overcoming such structural constraints remains an ongoing challenge. It illustrates how the discontinuity of public educational policies undermines efforts to uphold young children's rights. The LEEI revisits and deepens discussions that had been ongoing in Brazil since mid-1988 and were interrupted by an extreme right-wing and authoritarian government, one that promoted unscientific perspectives and contributed to setbacks across various areas of education.

Another challenge highlighted by trainers was the issue of direct financial transfers to state trainers for the purchase of training materials. In addition to their core responsibilities- preparing meetings and producing materials- each trainer was responsible for “quoting, purchasing, paying, shipping, in short, everything” (FEAJ interview). This led to both physical and mental exhaustion in the weeks leading up to the training, as the financial resources were often disbursed close to the training event, leaving trainers without adequate time for all these tasks.

The LEEI workload was considered extensive by the educators, especially in terms of time management: “This time, which is the time for financing, bureaucracy, planning, holding meetings, follow-ups [...] these times are mixed with our personal lives. Our personal time, but also our professional time” (FECH interview). It is especially noteworthy that, in the case of Amazonas, three state educators were responsible for coordinating two different training centers – an effort that involved purchasing and preparing materials, but also traveling between two locations, and monitoring two groups of municipal educators and their respective trainees. This resulted in a considerable workload, which could be alleviated in future editions by hiring a greater number of trainers, more aligned with the size and peculiarities of the state.

Regarding municipal policies and calendars, especially in the capital, educators pointed out, “Children in early childhood education must be assessed to verify whether they are literate or not. They invented this story, a bunch of bureaucratic activities that must be done” (FERE). Thus, LEEI became an additional policy. In the case of Manaus, it stood in direct contrast to the approach by the Municipal Department of Education regarding the role of early childhood education in literacy processes and assessment, as monitoring focused on contexts rather than children.

The presence of textbooks and structured materials for teaching content, reintroduced in municipalities by the Bolsonaro government's National Literacy Policy, is closely linked to a misguided conception of assessment in early childhood education, one that aligns this stage with others in basic education subject to national or local standardized testing systems (Silva et al., 2024). Children in early childhood education are exposed to modern versions of traditional primers, as if these were necessary for their immersion in written culture. They are also assessed using tests that measure letter recognition rather than their discursive capabilities. In opposition to this, and in line with what the LEEI advocates, Madalena Freire argues that “[...] the pursuit of

knowledge is not, for children, preparation for anything, but rather life here and now (Freire, 1983, p. 50)."

By contrast, contextual assessment- unlike child assessment in other stages of basic education- is a potentially effective strategy for evaluating the quality of early childhood education. The set of aspects present in the pedagogical, administrative, and political dimensions influences the educational experience provided by each school. Therefore, it is essential to monitor how these aspects are put into practice in daily pedagogical activities (Moro, 2017) and how they impact pedagogical practices.

The LEEI Project represents a major advancement in the pedagogical dimension of early childhood education, aligning with both academic research and official documents governing that govern this foundational stage of Basic Education in Brazil. Its implementation has the potential to foster transformation, as it is accompanied by public investment in the adaptation of physical spaces and materials in early childhood education centers and preschools, along with the continuity of training processes, all of which are essential for valuing the teaching profession.

Among the challenges related to pedagogical aspects, the organization of the course modules stood out, particularly due to the need to adapt the training to the Amazonian context, especially in relation to indigenous children. This was a complex process for state educators, who had to organize training capable of raising awareness about the importance of the triad of science, art, and life. For FEAL, "the place of science still seems to be separate. It is kind of assigned to us", and for FEAJ, "art is very restricted to a view of art as painting and drawing, making collages. It ends up being a didactic experience."

Nevertheless, when assessing the progress made, state educators also emphasize the achievements brought by the LEEI early childhood education in Amazonas. According to them, ILEEI has provided "the opportunity to reach so many municipalities, so many teachers, and this fact means that, consequently, it also reaches children" (FEAJ). In this sense, when teachers have access to quality continuing education, as is the case with LEEI, the achievement is also established, according to FECH, by "having created a space and time for us to reflect on the children's education. So, thinking about how they learn to read and write, considering the peculiarities of their age, is to think about what the place of reading and writing would be in Early Childhood Education."

The time and space for reflection, considered an achievement by FECH, was also considered by FERE, however, from a different angle: "[...] with this time and space for reflection, we allowed these individuals to put themselves in another place and think

differently, for the benefit of our children's development.” We understand that each participant experienced this reflective process in unique ways and at different levels.

For FEAL, the most significant achievement emerged from the emotional response to training with children's literature books: "they were there, reading, discussing, talking, crying.” According to FEAL, it was clear that the adults recognized the importance and felt touched by the book, sensitized by the impact of this literary object, which is also capable of touching children.

Based on state educators' testimonies, LEEI contributes to early childhood education in Amazonas by fostering a deeper understanding of written cultures, circulating children's literature, and promoting a broader discussion about what the writing process means for children.

In the pursuit of a deeper understanding of the culture of writing in Early Childhood Education—which can, in general, be understood as the involvement of children in diverse writing experiences that foster an understanding of the set of practices, meanings, and social functions of this language – the oral tradition, a cultural specificity of the region, emerges within the educational context of LEEI as a rich possibility for pedagogical work. This can be explored through the stories that make up the Amazonian imagination- stories that can be told or read by teachers, enabling children to expand their memories and broaden their identity references.

According to Reis and Amiel (2023, p. 1633), “Early childhood education, in particular, is a space for building foundations and expanding children's participation in literate culture.” The authors argue that, in early childhood education, children need to explore written materials, engage in meaningful and diverse reading activities, and have access to a variety of experiences that promote their participation in written culture- even before they formally learn to read and write. Benigno, Vasconcelos, and Franco broaden this perspective by stating that,

Teaching early childhood education in rural schools in the interior of Amazonas lacks initial and continuing training that can help teachers, collectively, to establish a curriculum that values the lives and daily practices of rural children (2023, p. 112).

Another significant contribution of LEEI to teacher training concerns the “circulation of children's literature books.” According to FECH, the fact that teachers sought out books at school, found them, and put these literature books into circulation represents a major contribution in both the medium and long term, as it creates



conditions for challenging the prevailing culture in which children are expected to complete minor tasks such as coloring the alphabet, coloring numbers, and using books merely as a pretext for instructional activities.

The experiences reported by the trainers lead us to reflect on the role of literature in the human development process and, above all, on the power of the relationship between reading, writing, and literature in early childhood education, since “the teacher's mediation is essential to guide the development of children's reading and writing skills, providing meaningful experiences with literature and practices with written language (Costa; Santos; Bissoli, 2024).”

Nunes, Baptista, and Corsino (2023, p.8) assert that “The experiences of children and teachers not only with oral literature, but also with children's books are opportunities to create symbolic games, share emotions, and build our subjectivities,” in contrast to the culture of “little tasks”, which takes the form of pedagogical proposals and practices to fail to develop or challenge children in their imaginative and creative processes, their interaction with the world of people and objects, in their profound processes of becoming human (Leontiev, 1978).

Finally, as emphasized by state educators, through LEEI, the studies and training sessions enable the promotion of a meaningful and wide-ranging discussion about the nature and significance of the writing process for children.

[...] this issue of us having worked hard on what this writing process is [...] what kind of writing is this? So, LEEI's contributions are all these reflections that we can be discussing with them and that made them shake up a little bit those already somewhat crystallized structures they had about the writing process and understand that it goes beyond that. So, understanding these constructions, these cultures of writing. This has an undeniable contribution (FERE Interview).

Based on the interviews, it is worth emphasizing, first, the relevance of the roles of teacher trainers—both state and municipal—and trainee teachers within the training process. As noted by Baptista et al (2023), teacher trainers function as facilitators and mediators of knowledge production, engaging, stimulating, and valuing trainee teachers in the teaching and learning process. Meanwhile, the role of trainee teachers emerges as active agents in their own training, driving their learning and professional development. Our results corroborate the assertion by Nunes, Baptista, and Corsino (2023, p. 1) when they emphasize that “The implementation of the course has demonstrated the appropriateness of working on the theme of written language acquisition, taking into

account the specificities of early childhood and the right of babies and other children to written culture.”

Several suggestions offered by state educators should be considered in future editions of the course, namely:

- ✓ Enhance the working conditions of state educators by prioritizing their responsibilities on training-related tasks, delegating operational tasks—such as procurement, organization, transportation, and accountability for materials—to the teams of the municipal departments served, requiring a counterpart contribution from city governments.
- ✓ Reevaluate the purpose and functionality of AVAMEC, as the platform failed to fully support essential processes— registration, material repository functionality, facilitated networking, sharing actions, and interregional communication.
- ✓ Empower the use of materials created by state educators, adapted by municipal educators, and course participants to reflect the Amazonian context; this underscores the need for broader access to resources and municipal investment in materials.
- ✓ Authorize the purchase of literary collections to be used during training and post-training, especially in rural areas that have urgent needs;
- ✓ Implement future editions of the LEEI project over an extended time frame, beyond the current 10-month schedule, with improved time allocation—especially for planning and for activities that were underserved in the current format.

Although the challenges presented were great, the achievements reinforce the importance of continuing the project. For FERE, “in each of these subjects, the seed was planted.” By guiding literary reading practices, attending to the teacher-reader’s expressions, intonation, and tone of voice, and by creating contexts in which teachers engage in discursive practices as creators and appreciators of reading in its scientific, artistic, and experiential aspects, LEEI fosters a recognition of each individual as a producer of language (Sepúlveda; Teberosky, 2016).

The work significantly advanced the discussion and experience of literary reading, especially in its aesthetic dimension, resonating in practices with children. Even in municipalities such as Borba/AM, which “depend on a power generator to use the internet, which only works at certain times of the day” (FEIC), there were changes in the teachers’ pedagogical practice. “Of everything that was discussed in the course, what appeared most in the teachers’ statements and activities was literary reading and reading corners. They began to have more criteria for choosing texts to read to/with children” (FEIC). Practices such as reading aloud, storytelling, and documenting texts produced

by children contribute to their mastery of increasingly elaborate ways of using language (Sepúlveda; Teberosky, 2016).

Given the initial impacts of this training, more time is required for further study, dialogue, and training investment for municipal educators, “since some of them had a weak training background and, however committed they may be, encounter difficulties due to the limitations of their lifelong training processes” (FEIC).

## Conclusion

Within the state of Amazonas, LEEI has brought notable initial contributions to the understanding of reading and writing practices consistent with the age of 4- and 5-year-olds, despite the considerable structural and logistical challenges posed by the vastness of the region.

For the year 2025, it is essential to “continue the project with the teachers who have already participated, so that they can advance in their studies of the workbooks; this was only the beginning, there is still much to deconstruct and construct in terms of working with written language in early childhood education” (FECH). This is a unanimous appeal from state educators, especially of a context marked by stark contrasts across educational realities:

[...] 40 teachers for one trainer in Manaus works, but in São Gabriel da Cachoeira/AM, it does not. While the former conducts a training session leaving from home and arriving at the training location in 30 minutes, the latter may be away from home for 15 days, traveling through rapids, waterfalls, and roads, at a high cost, to conduct the same session up to three times at different strategic locations, where teachers from that region also travel to meet him (FEIC Interview).

It is necessary to adopt a differentiated view of the territories when considering national education. However, it is undeniable that, in general, the LEEI course has generated new demands, above all, the continued study of the collection's workbooks, which facilitate the expansion of concepts and stimulate new perspectives on that which often appears self-evident. For FECH, “[...] I think that this would perhaps be the biggest challenge, not letting all these challenges erase the poetry that is present at the foundation of LEEI.” It is in the creative and inventive perspective of language, as expressed through both science and art, that the possibility of producing expressions capable of resisting the dominant economic and societal model is sustained.

In this regard, therefore, the transformative potential generated by the Reading and Writing in Early Childhood Education course throughout the state of Amazonas is evident. It represents a commitment to high-quality public education, oriented toward the transformation of individuals and the reality in which schools are embedded, and to the construction of an education centered on humanization (Bissoli; Both, 2016), which seeks to transcend the limits imposed by the subordination of education to market interests.

## Acknowledgments

This study was conducted with support from the Coordination for the Improvement of Higher Education Personnel – Brazil (CAPES) – Funding Code 001 and the Amazonas State Research Support Foundation (FAPEAM).

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